



## 2.6 Using film titles to teach the linking of sounds across words

### Notes on the Phonics Focus

#### **What is linking of sounds across words?**

When we speak English naturally, we do not pronounce individual words separately. It is natural for linking of sounds across words to occur. In order to make speech flow smoothly, linking of sounds across words commonly happens when the rime of the final syllable of the first word ends with a consonant letter sound and the second word begins with a vowel letter sound or a syllable without an onset (i.e. consonant to vowel linking, e.g. geton, puton, notatall). This is an example of what is commonly known as “connected speech”.

Equipping students with sound knowledge of onsets and rimes not only enhances their ability to link sounds in spoken English, but also raises their awareness of linking across words when listening to English, hence reducing the likelihood of comprehension problems.

#### **What is a suitable language arts context for the learning and teaching of linking of sounds across words?**

Popular culture offers a good source of language arts materials that provide a meaningful context to help students practise the linking of sounds across words. The suggested activities presented below can be incorporated into any language lessons about films. They, for instance, serve as an ideal extension of any activity focusing on categorising films into different genres and provide students with the opportunities to practise linking of sounds across words through meaningful use of film titles in a speech context.

### Suggested Activities

**Level:** S2-S3

**Materials:**

- Film titles that contain the linking of sounds across words (p.84)
- Images of film posters
- Activity Sheet 1 (p.85)
- Activity Sheet 2 (pp.86-88)
- Activity Sheet 3 (pp.89-90)
- An audio clip of ten film titles that can be pronounced with linking of sounds across words (Track 9 on the CD-ROM)

**Objectives:** Language-arts-related

- Identifying alliterative and rhyming effects in film titles



Phonics-related

- Working out the rules governing consonant to vowel linking across words
- Heightening awareness of consonant to vowel linking across words
- Consolidating understanding of how consonant letter sounds can be manipulated to achieve alliterative effects

**Prior knowledge:**

- Ss have learnt the names of different genres in a textbook activity that involves categorising films into various genres.
- Ss have learnt the concepts of “onset” and “rime”, and alliteration and rhyme.
- Ss have learnt the use of the present tenses to present the summary of film contents.


**Summary of the activities:**

Students study ten film titles and the accompanying poster images, and categorise the films into various genres. They then learn how the film titles should be pronounced when linking of sounds across words occurs. They next role-play a conversation about films they have seen, using the film titles introduced earlier as examples. They finally work on a School Film Festival task in which they discuss in groups of four which film they would like to choose for screening during the film festival, based on the information they gathered from a film database, and share with the class their choice before the whole class vote for the three films to be screened.

Sharing learning intentions	
<b>Step 1</b>	Introduce the objectives of the activities.
Presenting the film titles	
<b>Step 2</b>	Check if Ss have seen any films recently. Have them briefly talk about the plot of those films they have seen.
<b>Step 3</b>	Revise vocabulary relating to film genres (e.g. action, comedy, crime/thriller, horror, romance, drama, science fiction). Ask Ss to categorise the films they have talked about into the various genres, based on the poster images and/or what they know about them. Check the answers.
<b>Step 4</b>	Display some film titles (p.84) and the accompanying poster images. (Visit the Internet Movie Database website at <a href="http://www.imdb.co.uk">http://www.imdb.co.uk</a> for poster images.) Check if Ss have seen any of the displayed films. Ask Ss to categorise the films into the various genres, based on the poster images and/or what they know about them.



### Focusing on phonics

<b>Step 5</b> 	Focus on how the film titles are pronounced. Choose three film titles from those on display to show Ss the differences between pronouncing them with and without linking of sounds across words. Play the relevant items in Track 9 on the CD-ROM, if necessary.
<b>Step 6</b>	Explain when linking of sounds across words occurs by referring to the rime of the first word and the zero onset of the second word. Let Ss work out the rules governing linking of sounds across words.
<b>Step 7</b>	Invite Ss to read out the remaining film titles. Remind them to pay attention to linking of sounds across words. Ask them to point out where linking occurs.
<b>Step 8</b>	Draw Ss' attention to other sound-pattern-related features that can be found in some of the film titles. Encourage Ss to point them out for revision purposes. (e.g. <i>Alliteration in "Pride and Prejudice"</i> )

### Applying phonics

<b>Step 9</b>	Give out Activity Sheet 1 (p.85). Introduce a situation where two students are discussing the films they saw during the last school break. Have Ss complete the conversation in the Activity Sheet using the film titles introduced in Step 4.
<b>Step 10</b>	Invite some Ss to role-play the conversation in front of the class. Discuss Ss' speaking performance with the class, with the focus on the linking of sounds across words in the film titles.
<b>Step 11</b>	Instruct Ss to form groups of four. Give out Activity Sheet 2 (pp.86-88) and explain the School Film Festival task.
<b>Step 12</b>	Ask Ss to search the Hong Kong Education City film database ( <a href="http://www.hkedcity.net/article/project_sba_eng/050902-004/">http://www.hkedcity.net/article/project_sba_eng/050902-004/</a> ) for the synopses of five films. Remind them to find films with titles that can be pronounced with linking sounds across words, if possible. Also tell them to mark on the film titles where linking is likely to occur and determine the genres these films belong to. Have Ss practise the pronunciation of the film titles to one another.
<b>Step 13</b>	Ask Ss to share within groups the information they have found from the film database. Tell them to select one film for screening during the School Film Festival and discuss the reasons for their selection.

<b>Step 14</b>	Give out Activity Sheet 3 (pp.89-90). Then ask Ss to share with the class their recommendation and the reasons for their choice. Remind Ss to jot notes about the films recommended by their classmates.
<b>Step 15</b>	Guide Ss to vote for the three films they would like to be screened during the festival.
<b>Reviewing progress</b>	
<b>Step 16</b>	Guide Ss to reflect on what they have learnt, with reference to the objectives of the activities.



## **Ten Film Titles that Can Be Pronounced with Linking of Sounds across Words**

- **Bend It Like Beckham (2002)**
- **An Education (2009)**
- **Father of My Children (2009)**
- **The Kids Are All Right (2010)**
- **Pride and Prejudice (2005)**
- **The Secrets in Their Eyes (2009)**
- **Shutter Island (2010)**
- **State of Play (2009)**
- **Up in the Air (2009)**
- **Whip It (2009)**



## Activity Sheet 1

### Talking about Films

During the Easter vacation, you saw a number of films. You would like to share with your friend in Australia the details of your favourite film over the phone. Complete the conversation below and practise it with the classmate sitting next to you. Use the ten film titles introduced earlier.

You: Hi \_\_\_\_\_ (*name of your friend*). This is \_\_\_\_\_ (*your name*).

Friend: Hey, \_\_\_\_\_ (*your name*)! How are you doing?

You: I'm good, really good, thanks! And your good self?

Friend: Not bad, not bad. What have you been up to recently?

You: You know, we had our Easter break last week. I saw quite a few films with my friends during the long weekend. Do you want to know what I saw?

Friend: Sure. Guess you saw something exciting?

You: Yes, indeed. The first one is \_\_\_\_\_ (*film title*). Can't remember quite clearly when exactly I saw the other three, but they include \_\_\_\_\_ (*film title*), \_\_\_\_\_ (*film title*), and \_\_\_\_\_ (*film title*).

Friend: Wow, that's quite a lot! Some haven't got to Aussie theatres yet, by the way. Which one is your favourite then?

You: I like \_\_\_\_\_ most. I still remember its exciting storyline.

Friend: What kind of film is it?

You: I think it's a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Friend: Now you've made me want to see it right now! Who is your favourite character in this film then?

You: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Friend: I see. Can't wait to find out if it will be showing in Sydney soon.

You: I hope so...

## Activity Sheet 2

### School Film Festival – Preparation

The Film Club is organising a School Film Festival in order to promote film appreciation in the school. In groups of four, search the HKedCity's film database ([http://www.hkedcity.net/article/project\\_sba\\_eng/050902-004/](http://www.hkedcity.net/article/project_sba_eng/050902-004/)) for the titles and synopses of five films. Jot down the relevant information in the information sheet provided, practise the pronunciation of the film titles and share the synopses. Then discuss which one of the five films should be selected for screening during the School Film Festival.

#### Reminders:

- Decide if any two adjacent words in the film titles can be linked orally by referring to the rime of the first word and the onset of the second word;
- Identify if there are any sound-pattern-related features, e.g. alliteration, rhyme, that can be found in the film titles;
- Explain the genre of the film with reference to its synopsis; and
- Use the present tenses to present the summary of the film contents.



**Information Sheet**

<b>Film no.1</b>	
<b>Title</b>	
<b>Genre</b>	
<b>Summary of Content</b>	

<b>Film no.2</b>	
<b>Title</b>	
<b>Genre</b>	
<b>Summary of Content</b>	

<b>Film no.3</b>	
<b>Title</b>	
<b>Genre</b>	
<b>Summary of Content</b>	



<b>Film no.4</b>	
<b>Title</b>	
<b>Genre</b>	
<b>Summary of Content</b>	

<b>Film no.5</b>	
<b>Title</b>	
<b>Genre</b>	
<b>Summary of Content</b>	

**Activity Sheet 3**

**School Film Festival – The Final Three**

In groups of four, jot notes on the note sheet provided about the films recommended by your classmates. (e.g. film titles, plots). During the voting stage, record the number of votes each film receives. Write down the titles of the three films with the highest vote count in the box at the bottom of the activity sheet.

<b>Recommended films</b>		
<b>Film Titles</b>	<b>Plots</b>	<b>Vote Count</b>

The three films to be screened in the School Film Festival are:



## References

For a comprehensive bank of film titles and poster images, visit:

**The Internet Movie Database**

[www.imdb.co.uk](http://www.imdb.co.uk)

